

Year 3 and 4 English Curriculum

ST. MARY'S CE
PRIMARY SCHOOL



	Who Lives in Antarctica?	How Have Children's Lives Changed?	Are all Settlements the Same?	What did the Ancient Egyptians Believe?	Why are Rainforests Important to us?	How did the achievements of the Ancient Maya impact their society and beyond?
Core Texts					 	
Additional Texts		 	 	 	 	
Writing	<p>Persuasive</p> <p>Instructions</p> <p>Discussion - Review</p>	<p>Informal Letter</p> <p>Balanced Argument</p> <p>Question and Answer Poetry</p>	<p>Diary entry</p> <p>Newspaper Report</p> <p>Poetry – Limerick</p>	<p>Non-chronological report</p> <p>Narrative</p> <p>Setting Descriptions</p>	<p>Adventure</p> <p>Kennings</p>	<p>Playscripts</p> <p>Comics</p>

Vocabulary	climate climate zone compass points direction drifting ice hemisphere	ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	apprentice childhood class continuity deduction law master	modern poorer poverty servant significance wealthier working conditions	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local Grogbah	memorial metro monument nucleated place of worship recreational land region residential land settlement transportation	afterlife Book of the Dead civilisation historically significant immortal	mummification preserve Ra River Nile sarcophagus	analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry Equator forest floor global warming greenhouse gas indigenous peoples	interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts	achievement afterlife ancient civilisation	creation story currency decline gods/goddesses ritual
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
GaP	Ready To Write: *Sentence demarcation. *Types of sentences. *Coordination/subordination. *Commas to separate items in a list. *Expanded noun phrases.	Ready To Write: Y3 recap *Sentence demarcation. *Types of sentences. *Coordination/subordination. *Commas to separate items in a list. Noun Phrases *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Pronouns Choosing nouns/pronouns appropriately for clarity and cohesion and avoid repetition. *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Determiners *Use a/an according to whether the next word begins with a vowel/consonant. Paragraphs *Introduction to paragraphs as a way to group related material. *Headings and subheadings to present material.	Determiners *Use a/an according to whether the next word begins with a vowel/consonant. Paragraphs *Introduction to paragraphs as a way to group related material. *Headings and subheadings to present material. End of term Assessment	Adverbs *Using adverbs to express time and cause. *Express time, place and cause using adverbs then, next, soon, therefore. Prepositions Use of prepositions (<i>during, in, because of, before, after</i>),) to express time, cause and place Adverbs Use of adverbs to express time, place and cause (then, next, soon, therefore) e.g. to show sequence, first, then, after that, finally Conjunctions Use of coordinating and subordinating conjunctions (<i>when, while, after, because, soon, while</i>) to express time and	Fronted Adverbials *Using fronted adverbials. *Using commas after fronted adverbials. Conjunctions Use of a wider range of subordinating conjunctions Noun phrases further expanded by adding adjectives and prepositions to modify the noun (e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface) Prepositions Use of preposition phrases, subordinate clauses and noun phrases as fronted adverbials to	Prepositions *Using prepositions to express time and cause. *Express time, place and cause using prepositions before, after, during. Tenses *Use of the present perfect form of verbs instead of the simple past. *Using the present perfect form of verbs in contrast to the past tense.	Prepositions *Express time, place and cause using prepositions before, after, during, in. Tenses *Use of the present perfect form of verbs instead of the simple past. End of term Assessment	Conjunctions *Extending the range of sentences with more than one clause by using a wider range of conjunctions when/if because/also. *Using conjunctions to express time and cause. *Express time, place and cause using conjunctions when/before/after/ while/so.	Conjunctions *Extending the range of sentences with more than one clause by using a wider range of conjunctions when/if because/also. *Express time, place and cause using conjunctions when/before/after/ while/so. *Express time, place and cause using adverbs then, next, soon, therefore. Speech *Introduction to inverted commas to punctuate direct speech.	Word Families *Word families based on common words, showing how words are related in form and meaning. Prefixes *Formation of nouns using a range of prefixes, super/anti/auto.	Apostrophes *Indicating possession by using the possessive apostrophe with plural nouns. *The grammatical difference between plural and possessive -s. *Apostrophes to mark plural possession. Suffixes *Spell words with endings sounding like /ʒə/ or /tʃə/ *Spell words with endings which sound like /ʒən/ End of term Assessment

				<p>cause</p> <p>Consolidation of all KS1 punctuation</p> <p>indicate time, place, manner or frequency e.g. Millions of years later,... , When an animal or plant dies..., Consequently,...</p> <p>Use of commas after fronted adverbials</p> <p>Apostrophes for plural possession</p>						
	<p>Terminology pronoun possessive pronoun</p>	<p>Terminology vowel/vowel letter consonant/consonant letter determiner</p>	<p>Terminology preposition. adverbial.</p>			<p>Terminology conjunction clause subordinate clause direct speech inverted commas</p>	<p>Terminology word family prefix</p>			
Spelling Y3	<ol style="list-style-type: none"> Words with the long /ai/ sound spelt with ei Words with the long /ai/ sound spelt with ey Words with the long /ai/ sound spelt with ai Words with /ur/ sound spelt with ear Homophones & near homophones Homophones & near homophones Review. 	<ol style="list-style-type: none"> Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling 	<ol style="list-style-type: none"> Words with short /i/ sound spelt with 'y'. Adding suffixes beginning with a vowel er/ed/ing to words with more than one syllable (unstressed last syllable). Adding suffixes beginning with a vowel er/ed/ing to words with more than one syllable (stressed last syllable).Double the final consonant. Creating negative meanings using prefix mis. Creating negative meanings using prefix dis. Words with a /k/ sound spelt with 'ch'. Review. 	<ol style="list-style-type: none"> Homophones. Homophones. Adding the prefixes bi and re. Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. Words with a /sh/ sound spelt with 'ch'. Statutory Spellings Challenge Words. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> Words ending in 'ary'. Words with a short /u/ sound spelt with 'o'. Words with a short /u/ sound spelt with 'ou'. Word families based on common words. Word families based on common words. Word families based on common words. Review. 	<ol style="list-style-type: none"> Words ending in the suffix 'al'. Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Words ending with a/chuh/ sound spelt with 'ture' Silent letters revision. Review. <p>Y3/4 Statutory Spellings Assessment.</p>				

		<p>Challenge Words</p> <p>7. Review.</p> <p>Y3/4 Statutory Spellings Assessment.</p> <p>8.</p>				
	<ol style="list-style-type: none"> Words ending with /aw/ spelt with 'augh/au'. Adding the prefix 'in'. Adding the prefix 'im'. Adding the prefix 'il' and 'ir'. Homophones and near homophones. Words with 'shun' endings spelt with 'sion'. Review. 	<ol style="list-style-type: none"> Words with a /shun/ sound spelt 'sion'. Words with a /shun/ sound spelt 'ssion'. Words with a /shun/ sound spelt 'tion'. Words with a /shun/ sound spelt 'cian'. Words with 'ough'. Statutory spellings Challenge words. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> Homophones and near homophones. Homophones and near homophones. Nouns ending in the suffix 'ation'. Nouns ending in the suffix 'ation'. Adding the prefix 'sub' and 'super'. Pural possessive aposrophes with plural words. Review. 	<ol style="list-style-type: none"> Words ending with the 's' sound spelt 'sc'. Words ending with a soft 'c' spelt 'ce'. Words ending with a soft 'c' spelt 'ci'. Word families based on common words. Word families based on common words. Statutory spellings Challenge words. Review. <p>Y3/4 Statutory Spellings Assessment.</p>	<ol style="list-style-type: none"> Adding the prefix 'inter'. Adding the prefix 'anti'. Adding the prefix 'auto'. Adding the prefix 'ex'. Adding the prefix 'non'. Words ending in 'ar' / 'er'. Review. 	<ol style="list-style-type: none"> Adding the suffix 'ous'. Adding the suffix 'ous'. Adding the suffix 'ous'. Adding the suffix 'ous'. Adverbials of frequency and possibility. Adverbials of manner. Review. <p>Y3/4 Statutory Spellings Assessment.</p>
Common Exception Words Y3	accident, actual, address, answer, appear ,arrive, believe, bicycle breath,	breathe, build, busy, business, calendar, caught ,centre, century.	experiment, extreme, famous, favourite, February, forward, fruit, grammar.	important, interest, island, knowledge, learn, length, library, material, medicine.	ordinary, particular, peculiar, perhaps, popular, position, possess, possible, potatoes.	reign, remember, sentence, separate, special, straight, strange, strength, suppose.
Common Exception Words Y4	certain, circle, complete, consider, continue, decide, describe, different, difficult,	disappear, early, earth, eight, eighth, enough, exercise, experience.	Group, guard, guide, heard, heart, height, history, imagine, increase.	Mention, minute, natural, naughty, notice, occasion, often, opposite.	Pressure, probably, promise, purpose, quarter, question, recent, regular.	surprise, therefore, though, thought, through, various, weight, woman/women.
VIPER Focus (See VIPER Progression)	Vocabulary, Prediction, Retrieval					